

Inspection of Little Rockets Childcare - Eastbourne

Wartling Road Community Centre, Wartling Road, Eastbourne, Essex BN22 7PT

Inspection date: 31 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting eager to play. They settle well to explore the range of opportunities and activities set up for them. They are happy and safe. Adults greet them warmly and are interested in what they say and do. For example, they share conversations with children about their Halloween costumes. Children benefit from the plentiful opportunities to develop their communication and language. For example, they engage excitedly in rhyme and story time, recalling favourite rhymes, and joining in fully with a dinosaur story. Children benefit from a range of opportunities to develop their appreciation of the natural world. For example, they enjoyed exploring the different parts of a pumpkin and helping to plant and create an outdoor garden. Children's interests are used well to plan an attractive and exciting environment and, as such, children play well together and show positive attitudes to learning. Children's interests are used to plan opportunities to engage them and support their knowledge. For example, a wormery was set up to support children's interest in insects. Adults have high expectations for children and children's independence is fully promoted. For example, children put their own name labels on the register board, get their own drinks and dress themselves. This supports their confidence and self-esteem.

What does the early years setting do well and what does it need to do better?

- Leaders and managers create a strong ethos for the setting, encouraging a love of books and stories and supporting parents to help children at home. For example, the setting is proactive in creating and loaning book packs for families, and these are well received. Parents are provided with a range of information to support their children's learning and development at home. For example, staff share the '50 things to do' project with families to support children's outdoor experiences.
- Parents are very positive about the setting and talk about the progress their children have made. For example, they say that they have seen progress in their children's speaking, sharing and toilet training. They report that the staff are very friendly and approachable, and they have no concerns. They talk about the ways the setting keeps them updated about what their children have been doing and learning and their next steps.
- Leaders and managers develop positive relationships with external agencies and the local authority. For example, the setting receives regular specialist support to ensure that children with special educational needs and/or disabilities are well supported. Leaders and managers use funding effectively to increase the number of staff so that children benefit from one-to-one focused support.
- Children benefit from a language-rich environment, where they are provided with a range of opportunities to share books and sing rhymes and songs with adults. For example, children delighted in having their names included in a

rhyme while jumping on the trampoline. This supports children's communication and listening skills.

- Children are encouraged to be independent. For example, the environment is set up so that children can access the full range of resources and choose what they want to do. Adults are calm and patient with children and, as such, children are engaged and focused. They enjoy choosing different resources from the arts and crafts area and making their own pictures. This develops their confidence and skills for the future.
- The setting provides children with a range of experiences to develop their knowledge about healthy eating. For example, adults and children eat lunch together and talk about healthy choices. Children were eager to engage in an activity of choosing, cutting, and chopping vegetables to make their own snacks. This supports their understanding of how to keep themselves healthy.
- Staff comment that they feel very supported. They talk about the regular staff meetings they attend to support their practice. The setting has strong links with its sister setting, and staff engage in shared training to develop their knowledge and skills. However, staff were not always consistently able to identify their own individual next steps to support their professional development.
- Adults have high expectations for children. They encourage them to manage risks for themselves and explore real resources. For example, children were very engaged using real items, such as hammers and nails, to build with and knew how to keep themselves safe. This supports children's understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

Staff can confidently talk about the signs and symptoms of abuse, and they know what to do if they are concerned about a child or a member of staff. Staff participate in regular staff meetings where they share current safeguarding issues and complete regular safeguarding quizzes to ensure that their knowledge is up to date. Staff were able to identify what they would do in a range of safeguarding scenarios. Induction arrangements for new staff ensure that they know how to keep children safe. For example, they know how to evacuate the building safely. Leaders and managers have risk assessed the premises and equipment and ensure that children are well supervised.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the processes for supervision and monitoring of staff to identify more precise professional development opportunities to develop knowledge and skills even further.

Setting details

Unique reference number	EY465719
Local authority	East Sussex
Inspection number	10228839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	40
Number of children on roll	46
Name of registered person	Little Rockets Limited
Registered person unique reference number	RP903119
Telephone number	07516987199
Date of previous inspection	30 January 2017

Information about this early years setting

Little Rockets Childcare - Eastbourne registered in 2013. It operates from a community hall in Eastbourne, East Sussex. The nursery opens during term time only, Monday to Friday, from 8.30am to 3pm. There are nine members of staff, including the owner. Of these, seven are qualified, and two are studying for a qualification. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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